Unit title	Unit 3: Enquiries into Current Research in Health and Social Care
Guided learning hours	120
Number of lessons	60
Duration of lessons	2 hours
Links to other units	
• Unit 2: Anatomy and Physiology for Health and Social Care • Unit 4: Principles of Effective Care • Unit 5: Principles of Safe Practice in Health and Social Care • Unit 6: Promoting Public Health	

Key to learning opportunities			
PSA	Pearson Set Assignment	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**C/G/W**	Classroom activities directed by tutor

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Understand the purpose of research in health and social care Learning aim C: Understand research skills used in health and social care				
1–4	**A1** The purpose of research in the health and social care sector	C/GW	**Introduction and overview of unit:** give students an overview of the different learning aims and assessments that will be included in the unit. **Tutor presentation:** introduce the purpose of research through class discussion. What do students know about research in the sector? ● **Video clips**: watch relevant video clips that demonstrate why we undertake research in the sector, e.g. changes in treatment of health conditions, and changes in practice in providing care and support. Create a discussion and class mind-mapping activity around this. **Group activity:** give students one purpose of research and ask them to produce a poster/small presentation to share with the class (improving outcomes for people using services, informing policy and practice, extending knowledge and understanding, identifying gaps in provision). **Presentation of findings:** students should share their findings with the class. Each student should create notes in relation to each purpose of research.	Tutor presentation Internet access/research materials
5–10	**A2** Issues in health and social care **A3** Research organisations	C/GW/IS	**Tutor directed:** introduce different issues faced by the health and social care sector, e.g. health conditions, lifestyle factors, social care and welfare needs. Use specific examples that are affecting the	Tutor presentation Resources for research task: internet access

Lesson	Topic	Lesson type	Suggested activities	Resources
	C1 Selecting appropriate secondary sources		local community to support student understanding. **Tutor directed:** share activity sheet with students to support using different types of research – using journals, internet searches, video evidence online etc. Explain the importance of reliable sources of evidence and how to conduct an effective search of literature. **Paired activity:** place students in pairs and give them one issue in the local community to research using a range of resources and research organisations. Students should include: ● aspects such as trends in a particular illness, demands on services, economic issues, wellbeing, major life events ● different source types such as journals, textbooks, websites ● different research organisations that are relevant to their issue such as health authorities, charities, local authorities **Pair and share:** ask students to team up with another pair to share their findings through discussion. **Tutor collation of research:** tutor to collate research undertaken to copy and share with class for their own notes. **Tutor-led feedback:** use a range of questioning techniques to delve into the research undertaken by students. Ask them to consider the impact on practice	and library etc Activity instructions worksheet List of research organisations/ searches that students could undertake

Lesson	Topic	Lesson type	Suggested activities	Resources
			and provision of the research evidence that they have found.	
11–14	**C1** Selecting appropriate secondary sources	C/V	**Tutor directed:** introduce suitability of sources to students to consider how information could be misleading, biased or unreputable. Share examples of sources that should not be used in their research/good sources to use. **Library visit:** tutor to arrange visit to a local library to support students to find and source information from a range of sources. **Paired activity:** ask students to go through the research that they have previously undertaken and highlight where the evidence that they presented could be unsuitable: ● weak sources of evidence ● unsupported websites/newspapers etc ● misinformation ● reputable organisations etc. **Paired activity:** students should use their findings from the above task to source some new information for their research and prepare a list of reasons why they have rejected previous research findings/used new evidence in relation to suitable and unsuitable sources. **Tutor directed:** undertake a question-and-answer session to ensure student understanding of suitability	Tutor presentation Activity sheet

Lesson	Topic	Lesson type	Suggested activities	Resources
			of sources. **Independent activity:** set students the task of using the research collated and revised to produce a piece of writing (written/typed) that details the purpose of research into their given issue/an issue researched by another class member. They should reference their work and produce a bibliography to support.	
15–16	**A1** The purpose of research in the health and social care sector **A2** Issues in health and social care **A3** Research organisations **C1** Selecting appropriate secondary sources	C/IS	**Tutor directed:** introduce an independent activity for students to complete: ● Choose one issue to research from either health conditions, lifestyle factors, or social care and welfare needs. ● Consider the importance of undertaking research in this area. ● Use statistics, data, research evidence from suitable sources. ● Produce an information sheet/essay/mind map to present to the class/small group. ● Include evidence of reference to sources. **Independent activity:** complete research activity, share with peers.	Resources for research task: internet access, library etc
17–18	**A1** The purpose of research in the health and social care sector **A2** Issues in health	RS	**Student led:** students to prepare revision notes for information covered so far in the unit. **Tutor led:** tutor to advise on best way to structure a revision folder and preparation of notes.	Revision materials Class notes

Lesson	Topic	Lesson type	Suggested activities	Resources
	and social care **A3** Research organisations			
Learning aim B: Understand research methods used in health and social care				
19	**B1** Research methodologies	C/IS	**Tutor directed:** introduce the concepts of carrying out research using different methodologies. Q+A – how do we collect information at school/college? **Tutor directed:** introduce sampling methodologies and their use in research: ● Class discussion on range of topics researched in health and social care to consider what we would want from participants in research (age, gender, ethnicity etc). ● Key terminology: representative sample, sampling bias, target population, sampling size. Students to use the information provided to make notes on what each means, in their own words with examples, and share with class. **Independent activity:** give out sampling methods to the class to research independently (provide students with an information sheet to support research). Share ideas as a whole class when complete: ● opportunity sample	Tutor presentation Worksheets Glossary of terms Information sheets

Lesson	Topic	Lesson type	Suggested activities	Resources
			● random sample ● purposive sample ● stratified sample ● quota sample ● snowball sample ● volunteer sample. **Tutor directed:** use images of each sampling methodology to test student understanding – What is it? Why do you think this? How could it be used in research?	
20	**B1** Research methodologies	C/IS	**Tutor directed:** use presentation to discuss hypotheses: ● Provide a range of experimental hypotheses and ask students to write down null and discuss. ● Explain one-tailed and two-tailed hypothesis. ● Discuss independent and dependent variables. ● Q+A to assess knowledge and understanding. **Tutor directed:** discuss concepts of qualitative and quantitative data – What are they? What types of data are collected? What are the benefits/drawbacks of each type of data? **Independent activity:** mind map class notes for hypotheses and qualitative/quantitative data.	Tutor presentation

Lesson	Topic	Lesson type	Suggested activities	Resources
21–28	**B1** Research methodologies	C/GW/IS	**Group activity:** introduce research methodologies: ● Distribute research methodology to small groups – students should find out facts about their given methodology and share ideas. **Tutor directed:** discuss key aspects of questionnaires with students using presentation. Ask students to consider advantages and disadvantages of using this methodology. **Independent activity:** give students a specific questionnaire, online or paper based, and ask them to complete the questionnaire. **Paired activity:** using their completed questionnaire, the information provided on this methodology and previous work on data types, the pair should discuss the types of data used in the questionnaire, the types of questions included, changes that they could make to the questionnaire, advantages and disadvantages of the questionnaire. **Tutor directed:** use Q+A to discuss paired findings as a whole class. Create a whole-class mind map for students to copy down throughout the discussion. **Tutor directed:** introduce the concepts of validity and reliability to students. Give them information sheets on these concepts. **Group activity:** in small groups, students should consider the validity and reliability of questionnaires and feed back to the whole class.	Tutor presentation Worksheets Glossary of terms Information sheets Relevant sources to use for each methodology

Lesson	Topic	Lesson type	Suggested activities	Resources
			Independent activity: students should prepare notes on questionnaires to include: ● what a questionnaire is ● examples of questions ● advantages and disadvantages ● validity and reliability. **Tutor directed:** provide students with information and tools to research other methodologies: ● interview ● case study ● scientific experiment ● checklist ● observation. **Group activity:** each group should research one methodology to find out: ● what it is ● examples of questions included/ways to carry out ● advantages and disadvantages ● validity and reliability. **Presentation of findings:** the group should prepare to present their findings to the class using a fact file. They should explain their given research method and be prepared to answer questions from the group. **Independent activity:** tutor to provide students with video clips, documentaries etc from research	

Lesson	Topic	Lesson type	Suggested activities	Resources
			that allow students to see each research methodology in practice. Students should add to their notes from the class activities to support their understanding. **Group activity:** tutor to put students in groups to prepare one research method to test out on the group, using their knowledge and understanding of each: ● questionnaire ● interview ● checklist ● observation. **Group activity:** students to share their prepared research methodology with the class to complete and critique. They should then make revisions on the research methodology based on feedback. **Tutor directed:** tutor to use example scientific experiment and case study to support student understanding – it may not be appropriate for them to carry out these methodologies for themselves. **Independent activity:** students to collate all information on research methodologies to produce mind maps for each. **Independent activity:** using their previous research on a health and social care issue, students should produce an essay that details: ● why this issue needs investigating	

Lesson	Topic	Lesson type	Suggested activities	Resources
			● what research methodologies they could use to investigate the issue (choose two) ● why they would use these chosen methodologies, including advantages, disadvantages, validity and reliability.	
29–30	**B1** Research methodologies	RS	**Student led:** students to prepare revision notes for information covered on research methodologies. **Tutor led:** tutor to advise on best way to structure a revision folder and preparation of notes.	Revision materials Class notes
31–32	**B2** Ethical principles on research	C/GW/IS	**Tutor directed:** introduce ethics in research to consider what it is, why it is important in research. Use relevant research studies that have followed ethical guidelines and those that haven't to support discussion, e.g. Little Albert, Milgram, Elliot. **Group activity:** students to work in small groups to research one piece of legislation/guidance/organisations in relation to ethics in research and share ideas with the class: ● data protection legislation ● human rights legislation ● ethics committees/organisations and recommendations for research ● policies and procedures for conducting ethical research. **Tutor directed:** students to share research with class and tutor to use questioning to consider the	Tutor presentation Example research studies Class notes

Lesson	Topic	Lesson type	Suggested activities	Resources
			issues arising with ethics in research, e.g. harm to participants, roles and responsibilities of researchers and participants, age, gender etc of participants. **Tutor directed:** tutor to explain conflicts of interest in research and how this can impact the results of research. Tutor to deliver information in relation to peer reviews, mentoring in research, misconduct, professional distance, disclosure and whistleblowing. **Independent activity:** give students one study/piece of research for them to complete a detailed mind map to include: ● how ethical principles have been applied in the research ● why these principles are important to protect the participants ● the legislation, guidance etc that has been followed in the research ● conflicts of interest in research ● the importance of following these in research.	
33	**B2** Ethical principles in research	RS	**Student led:** students to prepare revision notes for information covered on research methodologies. **Tutor led:** tutor to advise on best way to structure a revision folder and preparation of notes.	Revision materials Class notes
Learning aim C: Understand research skills used in health and social care				
34–37	**C2** Planning and	C/GW	**Tutor directed:** use presentation to introduce how	Tutor presentation

Lesson	Topic	Lesson type	Suggested activities	Resources
	carrying out research		we plan and carry out research in health and social care. Use a previous study considered to support delivery, for example Little Hans: what were the objectives, how was the research carried out, methodologies included etc. Prior knowledge to be used to support Q+A. **Group activity:** students to work in small groups to plan a small research study using previous knowledge gained in the unit. They should produce information on: ● rationale for the research ● aims and objectives of research ● selecting appropriate research methods ● selecting target group and sample ● deciding realistic timescales ● deciding how research will be monitored and modified ● deciding measures for success ● considering ethical issues while carrying out research. **Group activity:** students should present their research proposal to each other in small groups. They should critique each group's proposal and offer improvements with constructive feedback.	Class notes
38–40	**C3** Research skills	C/GW/IS	**Tutor directed:** present a range of research skills for	Tutor presentation

Lesson	Topic	Lesson type	Suggested activities	Resources
			students to consider. Use Q+A to support students to evaluate their own research proposal in relation to research skills. **Independent activity:** students to critique own research proposal to consider: ● time management ● organisational skills ● non-judgemental practice. **Tutor directed:** tutor to provide students with a piece of research that has been carried out previously. As a whole class this research should be critiqued for: ● methods of analysis and drawing conclusions ● selecting relevant numerical data to include graphs, tables and statistics and interpreting these ● analysing results including the compilation of data, results and findings; methods of analysis valid for data collected including triangulation using percentages and statistical averages; recognising bias in graphs, tables and statistics ● validity and reliability of results, including possible bias error, use and misuse of statistics, ethical principles and generalisability. **Group activity:** students to choose one piece of research to complete a critique of research skills, covering all areas. They should produce a detailed	Research proposals Research articles

Lesson	Topic	Lesson type	Suggested activities	Resources
			poster that could be displayed in the classroom. The critique should consider both positive and negative aspects of the research in relation to research skills.	
41	**C2** Planning and carrying out research **C3** Research skills	RS	**Student led:** students to prepare revision notes for information covered on research methodologies. **Tutor led:** tutor to advise on best way to structure a revision folder and preparation of notes.	Revision materials Class notes
Learning aim D: Explore the impact of research in health and social care				
42–47	**D1** Effect of research on individuals **D2** Effect of research on provision and practice	C/GS/IS	**Tutor directed:** tutor to support students in preparation for a range of guest speakers visiting. **Independent activity:** students should prepare for the guest speaker visits prior to the sessions. They should prepare questions that they wish to know about the following: ● implication of research on service users ● recommendations to support service user groups as a result of research ● changes to provision and practice as a result of research ● implication of research for provision and practice in the sector ● the potential for development of working practice and provision of services ● potential areas for further development of the	Student questions

Lesson	Topic	Lesson type	Suggested activities	Resources
			research. **Guest speakers:** invite a range of guest speakers working as researchers/practitioners in health and social care to discuss their own research/research that has had an impact on their service users and their own practice. **Tutor directed:** review the sessions with guest speakers to consider the effects of the research discussed on individuals, provision and practice. **Independent activity:** students to collate their notes from the guest speaker visits and produce an essay that details: ● the impact of research on individuals and society ● the impact of research on provision and practice in health and social care ● the need for more research in particular areas ● potential ideas for further research in the areas considered.	
48	**D1** Effect of research on individuals **D2** Effect of research on provision and practice	RS	**Student led:** students to prepare revision notes for information covered on research methodologies. **Tutor led:** tutor to advise on best way to structure a revision folder and preparation of notes.	Revision materials Class notes
49–50	**Learning aims A,**	RS	**Tutor directed:** recap unit content, supporting	Revision materials

Lesson	Topic	Lesson type	Suggested activities	Resources
	B, C, D		students with difficult concepts – one to one where required. **Student led:** develop research skills further by sourcing various articles and analysing these using knowledge and understanding gained from the unit (e.g. considering the research methodologies included or evaluating the impact that the research could have on provision). **Student led:** revision notes, collation of missing information, sharing resources, peer teaching and support.	Class notes Unit resources (activity sheets etc)
51–60	**Pearson Set Assignment**	PSA	**Tutor led:** provide students with Pearson Set Assignment and explain activities to be undertaken. Check students have revision notes to complete the PSA. **Student led:** students to complete activities on PSA in a period of 20 hours.	Revision notes Access to research materials (internet/library etc) PSA Computers – where relevant

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.